

Data Matters

Towards a National Data Quality Strategy in Contexts of Significance for American Indians & Alaska Natives

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Overview

Access to quality & meaningful data is a crucial element of tribal sovereignty

- ❁ Federal Responsibility for Data Collection & Reporting
- ❁ Tribal Use of Data & Indicators

Data Collection & Reporting

ISSUE: 'Counts' related to sampling, race/ethnicity classifications, agency definitions and indicators

- ❁ Census Decennial vs. American Community Survey
- ❁ OMB 1997 *Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity*
- ❁ Cross-Agency Consistency (Definitions, Indicators, & Age of Data)

Agency Implementation of OMB Standards

Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data (U.S. Department of Education, 2007)

“When aggregating local data for federal reporting...the seven aggregate categories for reporting to USED are:

- ✻ Hispanic/Latino of any race;
- ✻ and, for individuals who are non-Hispanic/Latino only:
 - American Indian or Alaska Native,
 - Asian,
 - Black or African American,
 - Native Hawaiian or Other Pacific Islander,
 - White, and
 - Two or more races.

Why 'Counts' Matter

- ✿ Access to federal and state funding
- ✿ Community planning
 - Identifying needs
 - Identifying success
- ✿ Fostering solidarity

Mitigating Inaccurate 'Counts'

- ✿ Hold-harmless Provisions
- ✿ Count Question Resolution
- ✿ Census Challenge Program
- ✿ Tribal Consultation
- ✿ Monitoring by AI/AN Advocacy Orgs

Tribal Use of Data & Indicators

Existing Data Specific to AI/AN Contexts

- *Census 2000 Brief: That American Indian and Alaska Native Population*
- *Agriculture Census 2007*

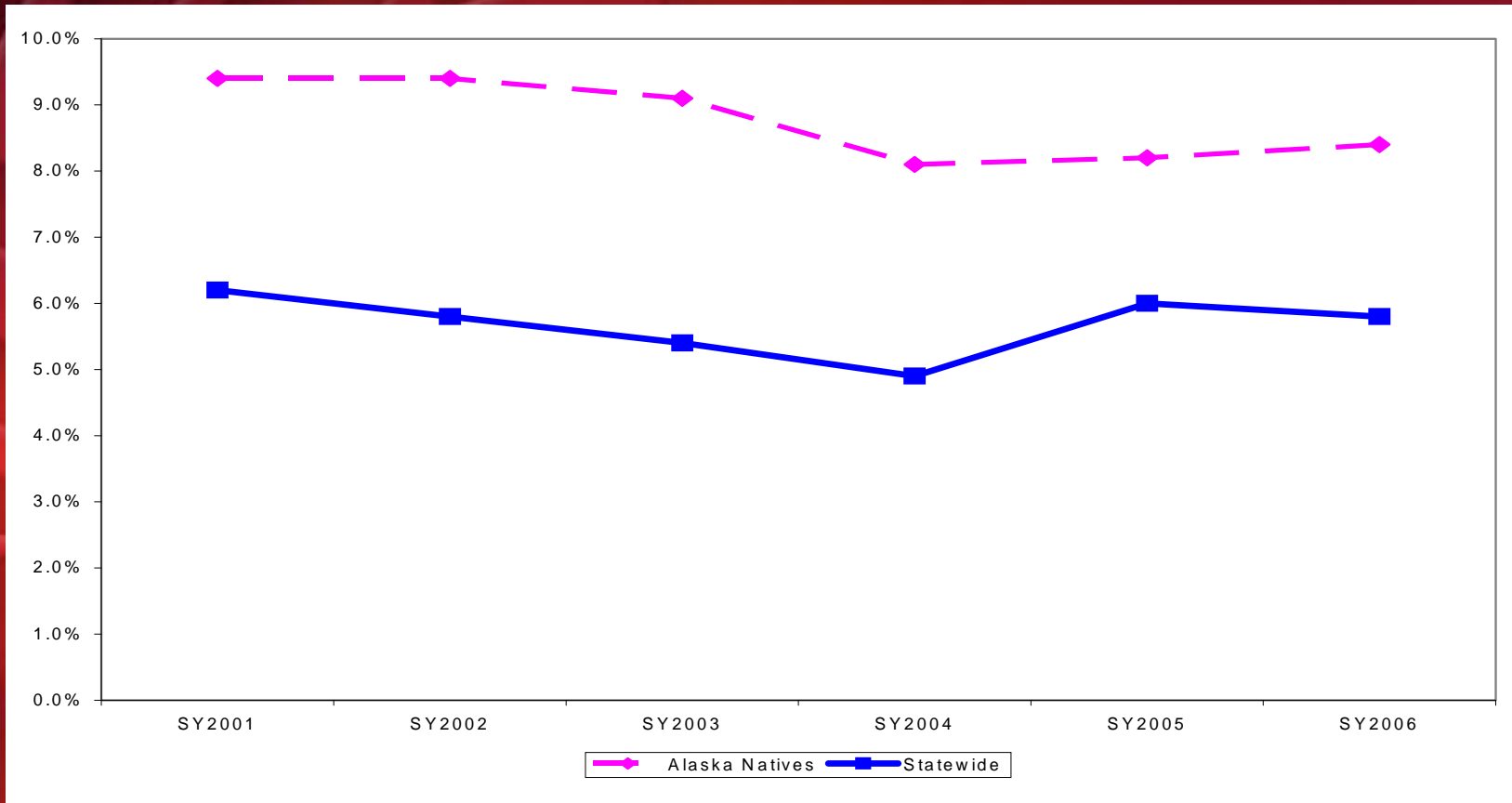
Indices & Indicators

- *Alaska Native K-12 Indicators Report* (First Alaskans Institute, 2004)
- *Ka Huaka'i: Native Hawaiian Ed. Assessment* (Kamehameha Schools, 2005)
- *AIHEC AIMS Fact Book* (2009)
- Others related to unique conceptions of poverty, land management, sustainability, wellness, child welfare

Status

- Gap Comparisons
- Native-to-Native Comparisons
- Trend Analysis
- Use of multiple data sets

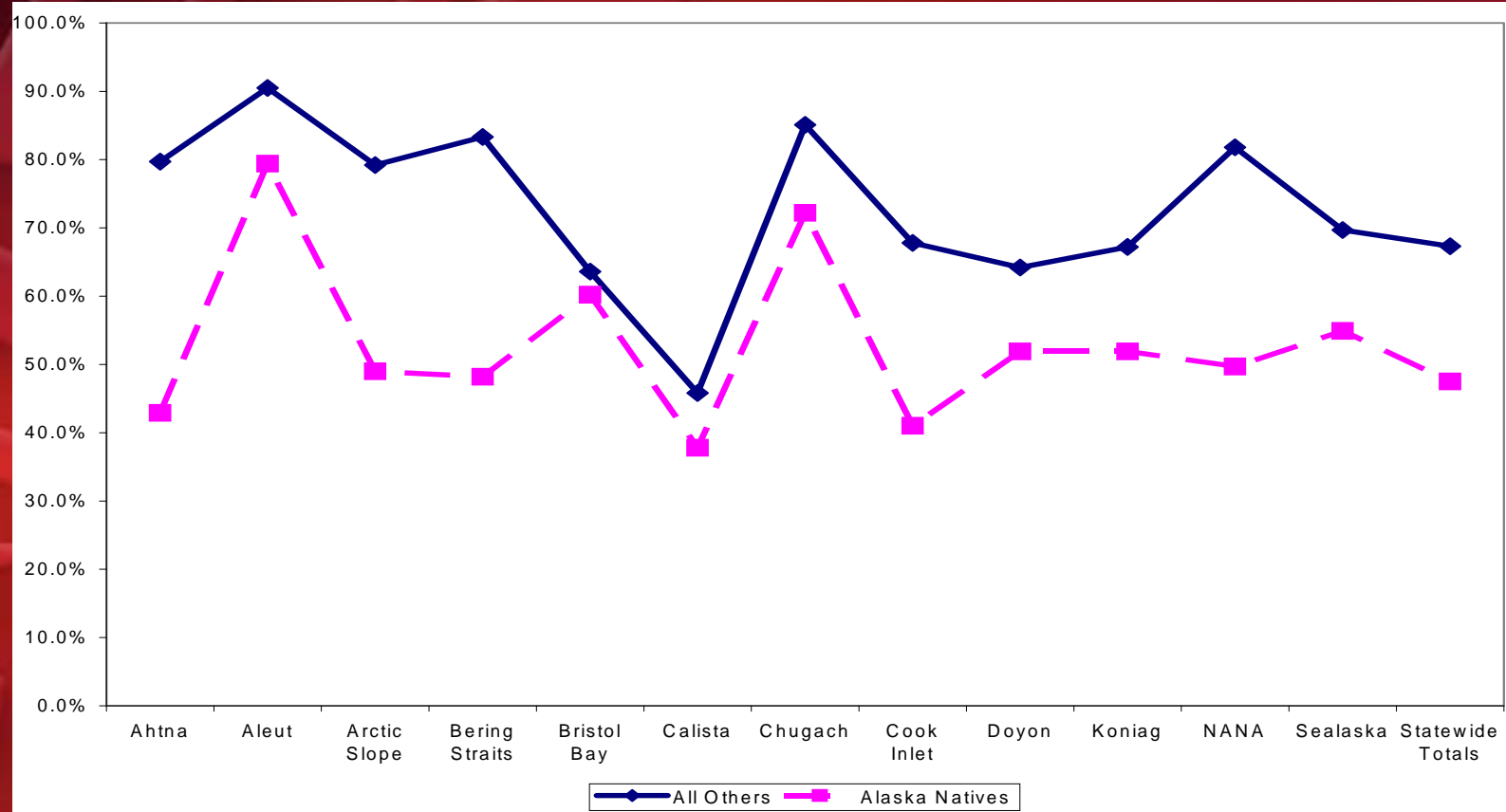
Dropout Rates for SY2001 to SY2006, Alaska Native and Statewide, Grades 7-12



Source: Alaska DEED

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High School Graduation Rates for SY2004, by Ethnicity and ANCSA Region



Source: First Alaskans Institute, 2005

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Ka Huaka'i Framework



Source: Kamehameha Schools, 2005

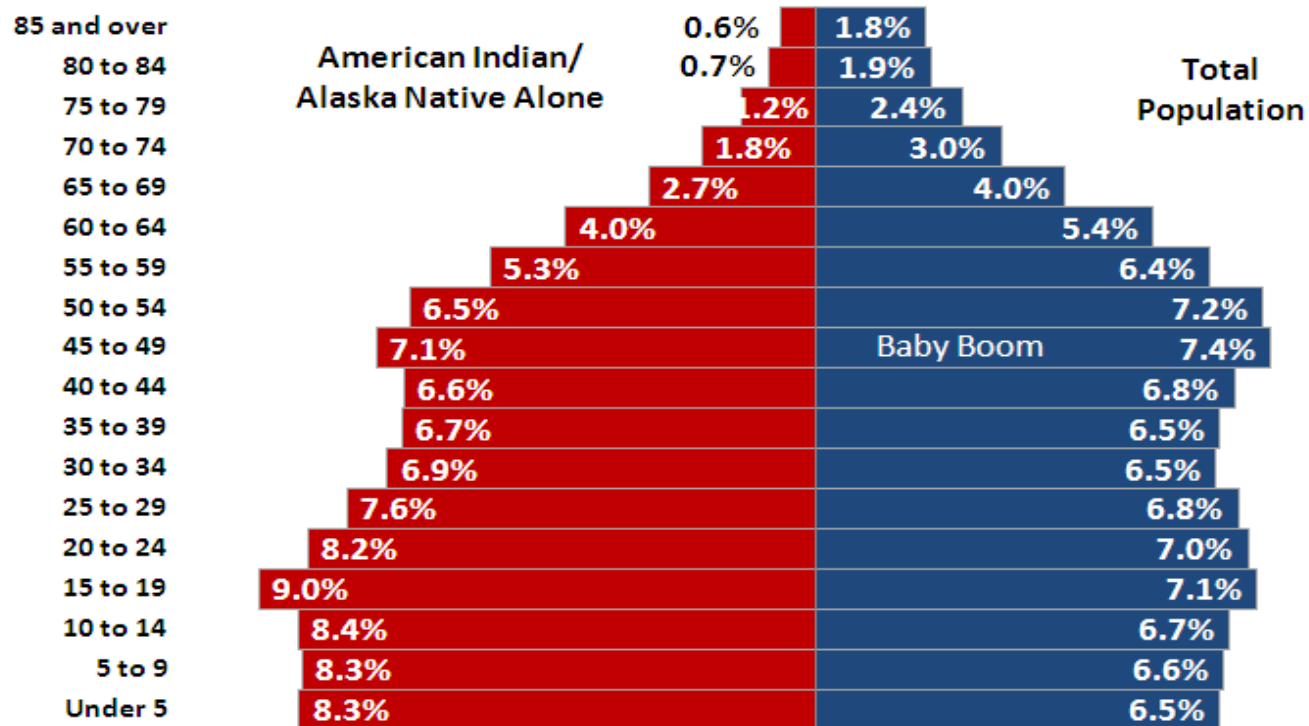
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A Focus on Native Youth

- ❁ Age of our Native population
- ❁ Pervasive issues of undercounting and school 'dropout'
- ❁ Sits at the nexus of education and workforce arenas
- ❁ Native Vote

Native Youth Count

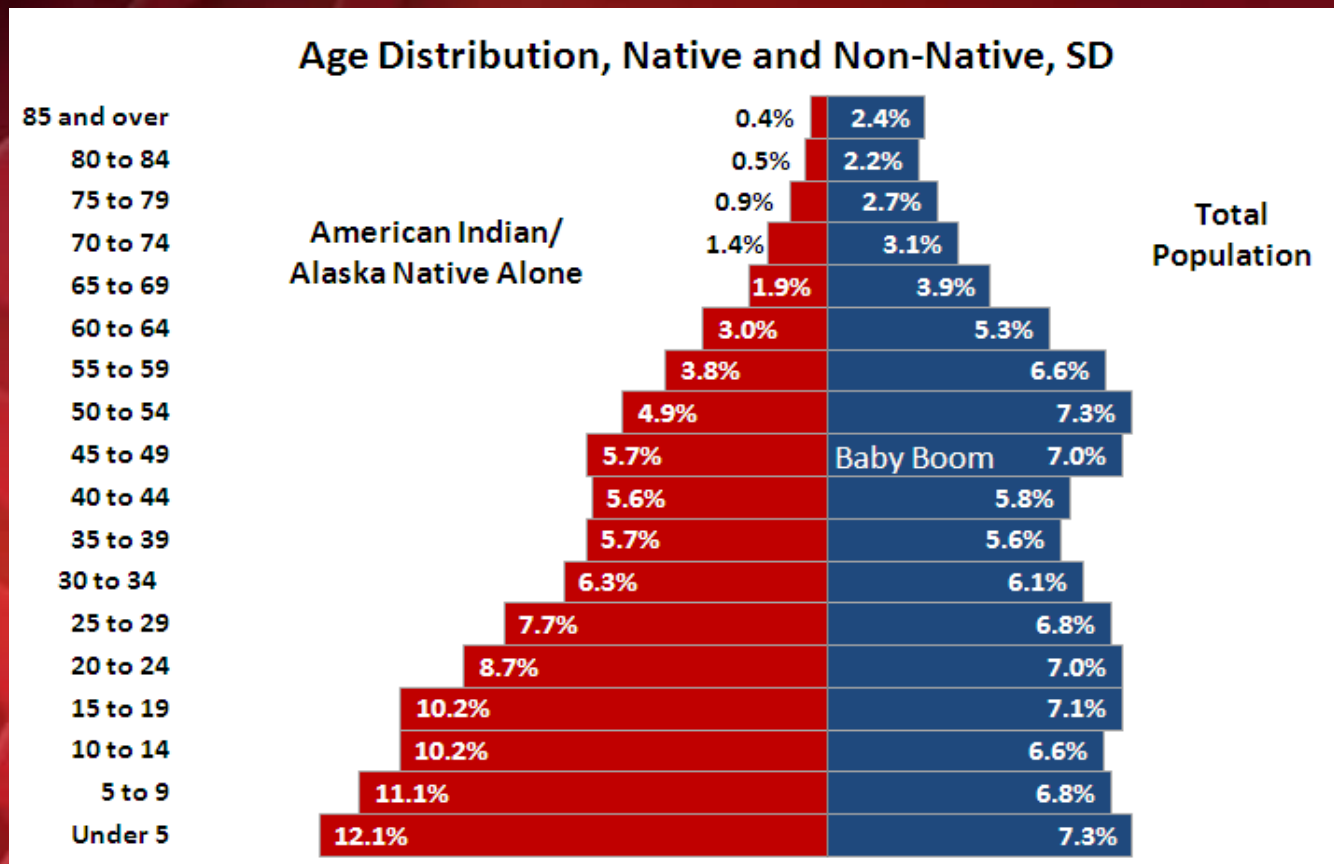
Age Distribution, AIAN compared to Total US



Source: US Department of Commerce, Census Bureau, 2010 Census, Summary File 1

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Native Youth Count



Source: US Department of Commerce, Census Bureau, 2010 Census, Summary File 1

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Case: Where are our Native youth?

- ❖ National concentrations: OK, CA, AZ (11-12%)
- ❖ State concentrations: SD, NE, ND (~50%)
- ❖ Enrolled in public schools (AK, OK, MT, NM, SD, ND, AZ)
 - In special education, non-academic, GED/alternative programs
- ❖ Of those pursuing higher education, most are enrolled at public, 2-year institutions
 - Completing bachelor's, master's, and doctoral degrees faster than the national average (much lower at first-professional degree level)
- ❖ Incarcerated or being held in custody
- ❖ In the labor force
- ❖ In the military

Moving Forward Together

- ✿ AI/AN Contributions to America: 'State of Indian Nations Address'
- ✿ America's Responsibility to honor the nation-to-nation relationship
- ✿ Access to quality & meaningful data is a crucial element of tribal sovereignty